DOCUMENT RESUME

ED 023 746 UD 006 425

A Cooperative Program Between a City School District and a Suburban School District. Interim Report

Rochester City School District, N.Y.
Pub Date 25 Jul 67
Note -25p.
EDRS Price MF -$0.25 HC -$1.35
Descriptors -Academic Achievement, Attendance, Control Groups, Experimental Groups, Free Choice Transfer Programs, Grade 1, Grade 2, *Interdistrict Policies, Program Evaluation, *Racial Balance, *School Integration, Social Adjustment, Sociometric Techniques, Standardized Tests, Student Promotion, Study Habits, *Suburban Schools, Teacher Attitudes, Test Results, Transfer Students, Urban Schools
Identifiers -New York, Rochester, West Irondequoit Central School District

An urban-suburban interdistrict program is described in which efforts were made to correct racial imbalance in both districts. In 1965 free transportation was provided for 25 first grade children who were sent voluntarily from a Rochester, N.Y. public school to six schools in the West Irondequoit district. This longitudinal metropolitan approach was continued the following year with another 25 first grade pupils and will include more children and grade levels in ensuing years. Students transferred to the suburban classes (the experimental, or E-group) were compared with a control group which remained in the city and data were collected on academic achievement, attendance records, promotion rates, social growth, and work habits. Test data show that the achievement of the transferred pupils is at least equal to, if not higher, than would be expected if they had remained in the city school. Promotion rates for the E-group children were high. Most E-group pupils adjusted well and were received by their suburban classmates, as shown by sociometric data. Staff reports are positive, especially among teachers having direct contact with the integrated classrooms. (NH)

06425

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED023746

UD 006 425

An Interim Report

on

A COOPERATIVE PROGRAM BETWEEN A CITY SCHOOL DISTRICT AND A SUBURBAN SCHOOL DISTRICT

Dr. William C. Rock
Coordinator of Planning and Research

Herman R. Goldberg
Superintendent of Schools

Joanne E. Lang
Research Associate

L. William Heinrich
Coordinator of Personnel
West Irondequoit Central
School District

July 25, 1967

THE PROBLEM

On August 27, 1963, the Board of Education of the City School District of Rochester, New York, unanimously adopted a policy to develop plans to reduce racial imbalance in schools in which such imbalance exists. In its policy statement, the Board recognized that "one of the functions of the public schools is to prepare children for life in a democratic society" and that "the fulfillment of this function depends in part upon the degree to which children have opportunities during their public school careers to become acquainted with children from a variety of cultures."

As an outgrowth of its policy statement, the Board of Education, on November 21, 1963, directed the administration to initiate plans to implement the Open Enrollment Plan. On February 3, 1964, more than 500 children from the inner city began a new experience.

As a result of the Open Enrollment Plan, every elementary school in the City School District has some Negro children included in its enrollment. Although a small minority of citizens opposed this plan, the plan received wide commendation and approval from the Rochester community.

On August 28, 1963, the Board of Education of the West Irondequoit Central School District responded to the request of the Commissioner of Education for information and indicated its general agreement with the Statement of Policy adopted by the Board of Regents. Since that time the West Irondequoit Board of Education has discussed with its Superintendent the possibility and methods of providing West Irondequoit children with opportunities to have contact with more non-white children. On December 15, 1964, the Board of Education and the Superintendent of Schools of West Irondequoit met with the Superintendent of Schools and the Administrative Director for Planning and Research of the City School District of Rochester to discuss a possible extension of the Open Enrollment Plan to West Irondequoit.

It was agreed at this meeting that a letter should be sent to Theron Johnson, Administrator, Division of Intercultural Relations in Education, asking for his advice on financial and legal problems.

Following this letter, Dr. Johnson visited Rochester and discussed the proposed plan with the President of the Board of Education and the Superintendent of Schools of West Irondequoit and the Superintendent of Schools of Rochester.

Following this helpful meeting, a letter was sent to the Commissioner of Education requesting assistance to make the plan possible.

The City School District has nine elementary schools with a pupil population of more than fifty percent non-white. The percentage of non-white children in the Rochester elementary schools is more than 30% and growing at a rate of more than 2% each year.

On the other hand, the West Irondequoit Central School District had only four Negro pupils in a total enrollment of nearly 5800 pupils at the outset of the program.

The program represents a major innovation in school relationships between an urban and a suburban school district. It holds promise of providing a method of correcting racial imbalance in both suburban and urban school districts. This program stems from the sincere desire of a suburban Board and its Superintendent to participate significantly in one of the great needs of society.

This pilot program has already shown evidence of becoming the lighthouse for similar programs throughout the state and nation. The development of such a program should not be the responsibility of any one district, but rather should be a responsibility in which the entire state must share.

THE PROGRAM

As proposed in the original application, twenty-five first grade children, from William H. Seward School No. 19, were sent on a voluntary basis to six neighborhood schools of the West Irondequoit Central School District in September 1965. In September 1966, an additional twenty-five children began this experience at grade one, while twenty-one out of twenty-four pupils from the first group advanced to grade two. At the conclusion of the 1966-67 school year, forty-four of the fifty children presently in the program were scheduled to return to West Irondequoit in September.

Free transportation was provided for the children involved by the City School District. Lunchroom facilities and supervision were furnished by the receiving school district. Training sessions were conducted in the receiving schools to prepare teachers for this new experience.

The basic purpose of the program is to improve the educational opportunities for both the children in West Irondequoit and the children of the City School District who were sent to the West Irondequoit public schools. Both groups of children were attending school in racially imbalanced settings - one predominantly Negro, the other all white. Neither group had a full opportunity to become acquainted with children from a variety of cultures and, to the extent that this opportunity was lacking, their preparation for life in a democratic society was weakened.

A second major purpose of the program is to demonstrate a metropolitan approach to the solution of the problem of racial imbalance. It is recognized that this is a problem which affects both the city and the suburbs and that there is a need and responsibility for joint action.

This was the second year of a longitudinal program which will include additional children, schools, and grades in later years.

RESEARCH DESIGN

A pool of approximately sixty to seventy incoming first grade pupils from William H. Seward School No. 19 in Rochester were selected as possible participants for the program in each of the two years. School No.19, located at 465 Seward Street, is a K-5 elementary school with an enrollment of nearly 1000 children, 87% of whom are non-white according to the Fall 1966 racial census conducted by the City School District.

The pupils selected were considered average or above average in ability and achievement in the opinion of their kindergarten teachers. By random assignment half of the children were chosen to participate in the project while the other half were to serve as a control group. The parents of the pupils selected were then asked if they desired this opportunity for their children. When the parent of a child in the experimental group said no, a pupil in the control group was dropped. For both years, however, it was necessary to use some pupils from the control group in order to secure twenty-five pupils to go to West Irondequoit. This factor did not adversely affect the comparability of the experimental and control groups at the grade one level the first year but did affect the comparability of the two groups beginning grade one the second year. However, in both years any initial differences were taken into account when analyzing pupil achievement at the end of the school year.

Pupils in the experimental and control classes were compared on reading and arithmetic achievement, as measured by standardized tests, attendance records, promotion rates, social growth, and work habits. The sociometric structure of the classrooms in West Irondequoit where the experimental pupils were placed was studied at each grade level. Observational data were also supplied by the building principals and teachers in the receiving schools.

ANALYSIS OF PUPIL ACHIEVEMENT

The academic achievement of pupils in the experimental and control groups at grades one and two was compared utilizing data from standardized tests administered during the school year. A description of the tests and the subsequent statistical analysis follows.

1. The Metropolitan Readiness Tests (Administration Dates: Present Grade One - September 1966; Present Grade Two - October 1965)

   Test 1. Word Meaning (19 items) -- Measures pupil understanding of comprehension of language.

   Test 2. Sentences (14 items) -- Measures the ability to comprehend phrases and sentences instead of individual words.

   Test 3. Information (14 items) -- Measures vocabulary.

Test 4. Matching (19 items) -- Measures visual perception involving recognition of similarities, a capacity which is required in learning to read.

Test 5. Numbers (24 items) -- Measures general number knowledge, including achievement in number vocabulary, counting, ordinal numbers, meaning of fractional parts, recognition of forms, telling time, and the use of numbers in simple problems.

Test 6. Copying (10 items) -- Measures visual perception and motor control skills which are required in learning to write.

The total maximum possible raw score for these tests is 100 points.

2. The Metropolitan Achievement Tests, Primary I Battery, (Administration Date: Grade One - May 1-12, 1967)

Test 1. Word Knowledge (35 items) -- Measures sight vocabulary or word recognition ability.

Test 2. Word Discrimination (35 items) -- Measures the ability to select an orally presented word from among a group of words of similar configuration.

Test 3. Reading (45 items) -- Measures sentence comprehension (13 items) and paragraph comprehension (32 items).

Test 4. Arithmetic Concepts and Skills (63 items) -- Measures mastery of basic numerical and quantitative concepts that are essential to understanding beginning stages of arithmetic, ability to solve verbal problems, and ability to perform addition and subtraction exercises.

The scores from each of the four subtests are reported independently.

3. The Metropolitan Achievement Tests, Primary II Battery, (Administration Date: Grade Two - May 1-12, 1967)

Test 1. Word Knowledge (37 items) -- Measures word recognition and understanding. The first seventeen items are of the picture-vocabulary type in which the child demonstrates his recognition of a word by associating it with a picture. In the last twenty items a stimulus word is presented in written form and the child demonstrates his understanding by choosing from among four alternative written responses.

Test 2. Word Discrimination (35 items) -- Measures the child's ability to select an orally presented word from among a group of words of similar configuration.

Test 3. Reading (51 items) -- Measures the ability to comprehend sentences (13 items) and to comprehend materials of paragraph length (38 items).

Test 4. Arithmetic (72 items) -- Part A, Concepts and Problem Solving, consists of forty-two items providing a comprehensive measure of the child's mastery of basic numerical and quantitative concepts essential to understanding early stages of arithmetic, and ability to solve verbal problems. Part B, Computation, consists of thirty computational exercises covering addition and subtraction skills ranging in difficulty from basic addition facts to subtraction of three-place numbers.

The scores from each of the four subtests are reported independently.

The statistical technique used to analyze the data at each grade level was a one-way analysis of covariance with the total score from the Metropolitan Readiness Tests as the covariable and each subtest of the Metropolitan Achievement Tests as an independent criterion measure.

The results of these analyses for grade one are summarized in Table I on page 6. The mean raw scores have been converted to grade equivalents so that practical as well as statistical significance may be studied. Statistical significance was found for two of the four Metropolitan Achievement Tests (Word Discrimination and Arithmetic). In both instances, the differences in adjusted means favored the experimental group. On all four subtests the experimental group scored either at grade placement or above grade placement on the unadjusted as well as the adjusted mean raw scores. This fact is particulary striking since the experimental group was considerably lower than the control group in initial readiness.

The control group pupils scored within two months of actual grade placement on all four subtests. The greatest negative discrepancy was in arithmetic where the control pupils were two months below grade placement in adjusted mean score. On the positive side, these same pupils scored one month above grade placement on the reading section of the Metropolitan Achievement Tests and,in this respect, were equal to the experimental group.

The small "N" of fifteen pupils in the experimental and control classes is due to the fact that some pupils missed either the Metropolitan Readiness Tests in the Fall or the Metropolitan Achievement Test this Spring. Pupil mobility was also a factor in the mortality of the control group.

TABLE I

SUMMARY OF ANALYSIS OF COVARIANCE DATA
MEAN RAW SCORES AND GRADE EQUIVALENTS*

Grade One - May 1967

Criterion Tests		Group: Experimental R.S.	Experimental G.E.	Control R.S.	Control G.E.
Metropolitan Achievement Tests Word Knowledge	Unadj.	24.7	1.8	23.6	1.8
	Adj.	25.9	1.9	22.4	1.8
Metropolitan Achievement Tests Word Discrimination	Unadj.	26.4	2.0	21.8	1.8
	Adj.**	27.6	2.2	20.6	1.7
Metropolitan Achievement Tests Reading	Unadj.	22.5	1.9	25.1	1.9
	Adj.	23.9	1.9	23.7	1.9
Metropolitan Achievement Tests Arithmetic	Unadj.	49.9	2.0	41.9	1.7
	Adj.***	51.9	2.1	39.9	1.6
Covariable					
Metropolitan Readiness Tests		51.8		59.3	
Number of Pupils		15		15	

*Tested at grade placement 1.8
**Difference between experimental and control groups significant at .01
***Difference between experimental and control groups significant at .001

The grade two analyses have been summarized in Table II on page 8. As in the case of the grade one data, the mean raw scores have been converted to grade placements.

Statistical significance was found for one of the four Metropolitan Achievement Tests at this grade level (Arithmetic). The difference was in favor of the experimental group.

The results on the reading subtests for the experimental and control classes were approximately equal, with both groups scoring above actual grade placement on both unadjusted and adjusted mean scores. With respect to the arithmetic subtests, the experimental class was four months above grade placement while the control group was one month below grade placement at time of testing. As far as initial readiness is concerned, both groups may be considered equal. The low "N" for the control group is due to incomplete test data and pupil mobility.

In May of 1966 when the present second grade pupils were completing first grade the Metropolitan Achievement Tests, Primary I Battery (previously described) and the Science Research Associates (SRA) Reading Achievement Tests were administered to both the control and experimental groups. The SRA Reading Tests, administered in mid-May 1966, consist of the following four subtests:

Test 1. Verbal-Pictorial Association (48 items) -- Measures the ability to understand words, phrases, and sentences and to differentiate between words that look alike.

Test 2. Language Perception (125 items) -- Measures the ability to discriminate between pairs of words having similar sounds, to identify pairs of identical words, and to associate spoken with written words.

Test 3. Reading Comprehension (36 items) -- Measures the ability to understand a central theme and main idea, draw logical inferences and grasp minor details from varied reading selections.

Test 4. Reading Vocabulary (41 items) -- Measures the ability to understand the meaning of words in context. The vocabulary test uses the same reading passages as the comprehensive subtest.

The scores from each of these four subtests are reported independently.

The statistical analysis for these data was the same as that used for this year's data -- a one-way analysis of covariance with the total score from the Metropolitan Readiness Tests as the covariable and each subtest of the two reading achievement tests (Metropolitan and SRA) as an independent criterion measure.

TABLE II

SUMMARY OF ANALYSIS OF COVARIANCE DATA
MEAN RAW SCORES AND GRADE EQUIVALENTS*

Grade Two - May 1967

Criterion Tests		Group: Experimental R.S.	Experimental G.E.	Control R.S.	Control G.E.
Metropolitan Achievement Tests Word Knowledge	Unadj.	25.9	2.9	25.5	2.9
	Adj.	25.8	2.9	25.6	2.9
Metropolitan Achievement Tests Word Discrimination	Unadj.	28.8	3.2	28.9	3.2
	Adj.	28.7	3.2	29.0	3.2
Metropolitan Achievement Tests Reading	Unadj.	37.2	3.2	36.3	3.1
	Adj.	37.1	3.2	36.4	3.1
Metropolitan Achievement Tests Arithmetic	Unadj.	59.7	3.2	49.9	2.7
	Adj.**	59.6	3.2	50.0	2.7
Covariable					
Metropolitan Readiness Tests		73.4		72.6	
Number of Pupils		20		14	

*Tested at grade placement 2.8
**Difference between experimental and control groups significant at .001 level

The results of these analyses are summarized in Table III on page 10. Statistical significance was found for three of the seven analyses (SRA Language Perception, Reading Comprehension, and Reading Vocabulary). In all three instances, the differences in the adjusted means favored the experimental group.

With respect to the converted scores, it can be seen that the grade equivalents for the experimental group are fairly consistent on all seven subtests and within one month of actual grade placement at the time of testing. For the control group, the grade equivalents are consistently high on the three Metropolitan subtests but are much lower on the SRA subtests. An explanation for this may be that the pupils in the control group adjusted to the content and format of the Metropolitan Achievement Tests, which are specifically designed for the second half of grade one, more easily than they were able to adjust to the content and format of the SRA Tests, which have more depth since they can be used through the end of grade two. It should be kept in mind that the actual mean raw score difference for the control and experimental groups on the SRA Reading Comprehension and SRA Vocabulary tests is approximately four points. These four raw score points, however, mean a difference of five months in terms of grade equivalents.

The test data for the past two years at grade one and this past year at grade two show that the achievement of the transferred pupils is approximately equal to, and in some instances higher than would be expected had these pupils remained at School No. 19.

At first grade level last year, the experimental group had significantly higher achievement than the control group on three of the seven subtests (SRA Language Perception, Reading Comprehension, and Reading Vocabulary). The data for the past school year show that the reading achievement of the transferred pupils was significantly higher in one case (Word Discrimination at grade one) and that arithmetic achievement was higher at both grades one and two.

The Otis Alpha Mental Ability Test (Verbal Section) was administered to the second grade pupils in West Irondequoit and at William H. Seward School No. 19 in the Spring of this year. The mean intelligence quotient for the experimental group in West Irondequoit was 98.4 compared to a mean quotient of 100.0 for the control pupils at School No. 19. Results of the t-test for independent samples showed no significant difference between the two groups with respect to this variable.

The promotion rate at the end of each grade may also be considered an index of academic success. In West Irondequoit, all first grade pupils, including two repeaters from last year, were promoted; at second grade, two pupils were retained. All control pupils in grades one and two at William H. Seward School No. 19 were promoted. Last year two pupils were asked to repeat first grade at School No. 19.

TABLE III

SUMMARY OF ANALYSIS OF COVARIANCE DATA
MEAN RAW SCORES AND GRADE EQUIVALENTS*
Grade One - May 1966

Criterion Tests		Group: Experimental R.S.	Experimental G.E.	Control R.S.	Control G.E.
SRA Reading 1-2 Verbal-Pictorial Association	Unadj.	14.0	1.7	12.8	1.6
	Adj.	14.3	1.7	12.5	1.6
SRA Reading 1-2 Language Perception	Unadj.	86.1	1.7	70.7	1.3
	Adj.**	86.9	1.7	69.8	1.2
SRA Reading 1-2 Reading Comprehension	Unadj.	14.0	1.7	10.4	1.2
	Adj.**	14.2	1.7	10.2	1.2
SRA Reading 1-2 Reading Vocabulary	Unadj.	12.6	1.9	9.3	1.4
	Adj.***	12.8	1.9	9.0	1.4
Covariable					
Metropolitan Readiness Tests		72.6		74.1	
Number of Pupils		24		19	

Criterion Tests		Group: Experimental R.S.	Experimental G.E.	Control R.S.	Control G.E.
Metropolitan Achievement Tests Word Knowledge	Unadj.	22.2	1.7	22.6	1.8
	Adj.	22.3	1.7	22.5	1.8
Metropolitan Achievement Tests Word Discrimination	Unadj.	23.0	1.8	23.4	1.8
	Adj.	23.2	1.8	23.2	1.8
Metropolitan Achievement Tests Reading	Unadj.	22.6	1.9	22.5	1.9
	Adj.	22.7	1.9	22.4	1.8
Covariable					
Metropolitan Readiness Tests		73.5		74.1	
Number of Pupils		22		19	

*Tested at grade placement 1.8
**Difference between experimental and control groups significant at .01.
***Difference between experimental and control groups significant at .05.

ANALYSIS OF SOCIOMETRIC DATA-GRADE ONE

After the transferred pupils had been in West Irondequoit for two and one-half months, a series of sociometric questions was administered to all pupils in the classrooms involved in the program. A standard procedure was used in administering the questions. The administrator would first spend some time observing the class, becoming familiar with the seating arrangements and the names of the pupils. A seating chart was then developed for recording the responses to the sociometric questions. The questions were asked at a time when the pupils were doing seat work. The administrator called the pupils up individually to a corner in the front of the room and asked each question orally. Because the other pupils were doing seat work, with heads averted, the pupil being questioned had a visual reminder of the pupils in the room and yet had privacy in giving his responses.

The questions were administered first during the month of December and a second time during the month of June. In this latter administration, only three of the eight classes involved in the program participated. One class from three of the four buildings housing the transferred pupils was chosen for this purpose. No strong effort was made to restrict the number of nominations a pupil made in response to a question but after three or four nominations, the pupil was encouraged to go on to the next question. There was absolutely no reference made to race or skin color in any of the questions.

The nominations were tabulated in the form of a sociometric matrix. The observed frequency of nomination was then computed for non-white and white pupils separately and summated across classes. Chi-square analyses were then conducted to compare these observed frequencies for the two groups with the expected frequencies based upon the proportion of non-whites and whites constituting the total group of pupils in the classes under study.

The questions asked and the results of the chi-square analyses are summarized in Table IV on page 12. The comparisons between the December and June administrations are based on the three classes participating on both occasions. On the initial administration no significant differences were found between the number of non-whites actually nominated and the number expected on any of the five questions. (This same conclusion held true when all eight classes were studied on the December administration). On the follow-up administration in June, a significant difference was found only for question five (fewer non-whites were nominated as best friends than would be expected). With respect to question five, it is difficult to explain this change between the initial and follow-up administration without further knowledge of the children involved and the total classroom situation over a period of time.

TABLE IV

SUMMARY OF CHI SQUARE ANALYSES FOR SOCIOMETRIC QUESTIONNAIRE

Grade One - 1966-67

Question	Administration Date	χ^2	Significance Level
1. Which children in the class play "rough"?	Dec. 1966	.16	N.S.
	June 1967	.47	N.S.
2. Which children in the class would you like to know better?	Dec. 1966	.47	N.S.
	June 1967	2.97	N.S.
3. Which children in the class would you not invite home to play?	Dec. 1966	.12	N.S.
	June 1967	1.90	N.S.
4. Which children in the class are always being silly?	Dec. 1966	.12	N.S.
	June 1967	.47	N.S.
5. Which children in the class are your very best friends?	Dec. 1966	.47	N.S.
	June 1967	5.80	.05

ANALYSIS OF SOCIOMETRIC DATA - GRADE TWO

In June of this year, a series of sociometric questions was administered to all second grade pupils in the eight classrooms involved in the transfer program. The questions asked were the same as those asked last year when these pupils were completing first grade. The administration procedure for the second grade pupils differed from that used with first grade pupils in that the questions were self-administered. Dittoed sheets containing the six questions and the names of the pupils in each class were distributed in the respective classrooms. Pupils indicated their choices for each question by placing a specified code letter before the names on the sheet. These data were then summarized and analyzed by the chi-square technique.

The questions asked and the results of the chi-square analyses are summarized in Table V on page 14. Significant differences were found for question one (fewer non-white were nominated as best friends than would be expected) and questions four and five (more non-whites were nominated for getting into fights and being silly than would be expected). On these latter two questions, there were three classes where the non-white nominations were large enough to make the difference significant for the total group. For both questions, the same four boys received the bulk of the nominations.

It is interesting to note that although a significant difference was found for question one(Which children are your best friends?), no such difference was found for question six (Which children would you not want as best friends?). Looking at these two questions, it would appear that although the non-whites are not chosen best friends as often as expected, they are considered possible friends. The results of question three also support this contention.

This same series of sociometric questions was administered to these children twice last year (Fall and Spring) when they were in first grade. The administration procedure was identical to the one followed this year with the first grade pupils. All classes participated in both administrations last year.

The questions asked and the results of the chi square analyses are summarized in Table VI on page 15. Significant differences were found for question one on the initial testing (fewer non-whites were nominated as best friends than would be expected) but not on the follow-up Spring testing. For questions four and six, significant differences were found on both administrations (more non-whites were nominated for getting into fights and not wanted as best friends than would be expected). On these two particular questions, there were three classes where the non-white nominations were large enough to make the difference significant for the total group. In the remaining five classes, differences were slight. Regarding question five, significant differences were found on the Spring testing (more non-whites were nominated for being silly than would be expected) but not on the initial testing.

TABLE V

SUMMARY OF CHI SQUARE ANALYSES FOR SOCIOMETRIC QUESTIONNAIRE

Grade Two - 1966-67

Question	Administration Date	χ^2	Significance Level
1. Which children in the class are your best friends?	June 1967	4.08	.05
2. Which children in the class always seem unhappy and sad?	June 1967	1.50	N.S.
3. Which children in the class would you <u>like</u> to have as best friends?	June 1967	.05	N.S.
4. Which children in the class are always getting into fights?	June 1967	21.07	.001
5. Which children in the class are always being silly?	June 1967	4.20	.05
6. Which children in the class would you <u>not</u> want as best friends?	June 1967	3.78	N.S.

TABLE VI

SUMMARY OF CHI SQUARE ANALYSES FOR SOCIOMETRIC QUESTIONNAIRE

Grade One - 1965-66

Question	Administration Date	χ^2	Significance Level
1. Which children in the class are your best friends?	Fall 1965 Spring 1966	13.75* 2.18	.001 N. S.
2. Which children in the class always seem unhappy and sad?	Fall 1965 Spring 1966	.03 2.13	N. S. N. S.
3. Which children in the class would you <u>like</u> to have as best friends?	Fall 1965 Spring 1966	.02 .00	N. S. N. S.
4. Which children in the class are always getting into fights?	Fall 1965 Spring 1966	13.31 23.19	.001 .001
5. Which children the class are always being silly?	Fall 1965 Spring 1966	.30 5.89	N. S. .05
6. Which children in the class would you <u>not</u> want as best friends?	Fall 1965* Spring 1966	52.43 13.02	.001 .001

*Administered in six of the eight classes.

The sociometric data for grades one and two discussed in the preceding sections indicate that, on the whole, the majority of children from School No. 19 are adjusting well to the suburban school situation and are being well-received by their West Irondequoit classmates. With respect to the questions where significant differences were found, it should be kept in mind that factors other than race may have accounted for these differences. Factors such as the sex of pupils (boys getting into fights and acting silly) and the status of the pupils as newcomers, particularly at grade one, may have affected the results to some degree. It should also be remembered that these children are very young and change their preferences quite often in the course of a year.

ANALYSIS OF SOCIAL GROWTH AND WORK HABITS

Information on the social growth (or development) and work habits of the pupils in both groups was available from the report cards used by the two school systems involved in the transfer program. Characteristics determining social growth (or development) include learning self-control, learning to work well with others, respecting the rights and property of others assuming responsibility for individual activities, and showing perseverence. Good work habits are identified by the ability to follow directions, finish work, do work neatly, show initiative, and utilize time well. This information is summarized for the control and experimental groups at grade one and grade two in Tables VII (page 17) and VIII (page 18), respectively.

The experimental pupils in West Irondequoit showed a varied distribution in the ratings in these two categories. In some instances, no rating was given which is an indication that progress in this trait was satisfactory and did not require a mark. The majority of pupils in grade one showed satisfactory Social Growth but approximately one-half of the group needed to improve in Work Habits. At grade two, most of the pupils showed satisfactory progress in both these categories.

The majority of first and second grade pupils in the control groups at William H. Seward School No. 19 were average or above in these two categories.

These same data on Social Growth and Work Habits were summarized for the experimental and control groups last year when the present second grade pupils were completing first grade. The results indicated satisfactory development in both areas for the majority of pupils in both groups.

It should be kept in mind that the above data on Social Growth and Work Habits are reported for information only and that direct comparisons cannot be made because of the different rating systems used by the two school districts.

TABLE VII

SUMMARY OF REPORT CARD DATA ON SOCIAL GROWTH AND WORK HABITS

Grade One - June 1967

	Control Group			
Letter Rating	Social Growth		Work Habits	
	N	%	N	%
A (Excellent)	4	26.7	7	46.7
B (Better than Satisfactory)	3	20.0	2	13.3
C (Satisfactory)	5	33.3	3	20.0
D (Unsatisfactory)	1	6.7	1	6.7
E (Failing)	-		-	
No Grade	2	13.3	2	13.3
Total	15	100.0	15	100.0

	Experimental Group			
Rating	Social Growth		Work Habits	
	N	%	N	%
+ (Indicates Strength)	7	46.7	7	46.7
S (Shows Improvement)	-		1	6.6
✓ (Needs Improvement)	5	33.3	7	46.7
No Mark	3	20.0	-	
Total	15	100.0	15	100.0

TABLE VIII

SUMMARY OF REPORT CARD DATA ON SOCIAL GROWTH AND WORK HABITS

Grade Two - June 1967

	Control Group			
Letter Rating	Social Growth		Work Habits	
	N	%	N	%
A (Excellent)	3	21.4	4	28.6
B (Better than Satisfactory)	2	14.3	1	7.1
C (Satisfactory)	5	35.8	6	42.9
D (Unsatisfactory)	1	7.1	-	
E (Failing)	-		-	
No Grade	3	21.4	3	21.4
Total	14	100.0	14	100.0

	Experimental Group			
Rating	Social Growth		Work Habits	
	N	%	N	%
+ (Indicates Strength)	6	30.0	4	20.0
S (Shows Improvement)	3	15.0	8	40.0
✓ (Needs Improvement)	2	10.0	6	30.0
No Mark	9	45.0	2	10.0
Total	20	100.0	20	100.0

ANALYSIS OF ATTENDANCE DATA

The daily attendance records of pupils in both the control and experimental situations at each grade level were gathered and compiled as an additional evaluative measure. Attendance percentages were computed for each group as a unit by dividing the total number of days actually attended by the total number of possible days of attendance. The pupils in West Irondequoit had attendance percentages of 93.4 (grade one) and 94.6 (grade two) based on a school year of 184 days. The control pupils at William H. Seward School No. 19 had attendance percentages of 96.1 (grade one) and 97.1 (grade two) based on a school year of 182 days.

The difference between the attendance percentages for the experimental and control groups at each grade level was tested for statistical significance using the test for the differences between two independent proportions. At both grade levels, the differences were not significant.

The attendance percentages for the two groups completing first grade last year were 93.2 (West Irondequoit) and 94.3 (William H. Seward School No. 19).

(The following section was prepared by
Mr. L. William Heinrich of the
West Irondequoit School District)

STAFF EVALUATION OF PROGRAM

As a part of the evaluation of the pupil transfer program, an observation form, designed to gather information from teachers, administrators, and other staff members involved, was distributed in the receiving schools during the 1966-1967 school year. (The form is a revision of the one used during 1965-1966.) The form was distributed three times; following the first three months (September-November), the next three months (December-February), and the next two months (March-April).

Directions on the form were as follows:

The Intercultural Enrichment Program is designed to provide opportunities for the improvement of inter-racial understanding. As you are in daily contact with the program, comments by you will be most valuable as a means for estimating the effectiveness of the program. Brevity is encouraged. (Use back of sheet if necessary.)

If you do not have any comments on the program, please do not feel under any obligation to fill out the form. Check this box (no comments).

1. Comments on school experiences or incidents which you feel are related to the program,

2. Comments on administrative, other procedures which you feel are related to the program,

3. Miscellaneous comments which you feel are pertinent,

4. Your opinion as to the effectiveness of the program (influence on inter-racial understanding): very positive, positive, neutral, negative very negative.

The names of the individual reporting was not required. His area of responsibility was reported and is reflected in the categories used in the report of comments (Table IX) on page 21.

CONCLUDING STATEMENTS

As was indicated in the report for the 1965-1966 school year, teachers and other staff members continue to view the school situation as "normal". This is reflected in the limited number of comments submitted during the 1966-1967 school year, as well as the nature of the comments.

1. Experiences or Incidents

Proportionately fewer incidents were submitted this year as compared with last year reflecting concern about the needs of Negro pupils, their social adjustment, disciplinary situations, and establishing communication with city parents.

Evidence of social interaction among city and West Irondequoit pupils, and incidents probably attributable to racial prejudice were about the same as last year.

A small number of learning experiences involving intercultural understanding were reported.

It is apparent that staff members perceived fewer adjustment problems during 1966-1967 than they did in 1965-1966. This supports the assumption that as staff members and pupils spend time in the program and become comfortable with its operation, city pupils will become rapidly assimilated to the point where they will be identified as members of the general school population, rather than as city pupils. As members of the general school population, their individualized needs will not be seen as unique by staff members, unless they are in some way out of the ordinary individual differences.

TABLE IX

STAFF COMMENTS

1966-1967

260 Forms Distributed 110 Forms Returned	First Grade Teachers*	Second Grade Teachers*	Special Subject*	Teachers**	Administrators*	Other Professional Staff (Psychologists, etc.)	Clerk, Cafeteria, Others	Position Not Checked	TOTAL
"No Comment" checked	1	4	3	30	-	10	8	8	64
1. Experiences or Incidents	6	5	5	2	3	-	1	-	22
a. Specific Learning Situations Cultural Enrichment	1	2	-			-	1	-	4
b. Normal or Positive Pupil Social Interaction	2	2	1	1	2	-	-	-	8
c. Incidents-Indications of Racial Prejudice	1	1	-	-	-	-	-	-	2
d. Positive Adjustment*	-	-	2	-	1	-	-	-	3
e. Negative Adjustment*	2	-	2	-	-	-	-	-	4
f. Discipline Problem*	-	-	-	1	-	-	-	-	1
2. Administrative Procedures	4	3	-	3	5	-	1	-	16
a. Transportation (supervision)	3	3	-	2	3	-	1	-	12
b. Sociometric Testing	1	-	-	1	-	-	-	-	2
c. Lack of Data*	-	-	-	-	1	-	-	-	1
d. Need for Cross-Section of City Pupils	-	-	-	-	1	-	-	-	1

*City Pupils
**No City Pupils

TABLE IX - contd.

260 Forms Distributed 110 Forms Returned	First Grade Teachers*	Second Grade Teachers*	Special Subjects*	Teachers**	Administrators*	Other Professional Staff (Psychologists, etc.)	Clerk, Cafeteria, Others	Position Not Checked	TOTAL
3. Miscellaneous Comments	2	3	-	3	4	1	2	-	15
a. Suggestions	1	-	-	-	1	1	-	-	3
1) More community involvement									
2) After-school activities									
3) Gather more data									
b. Poor Attendance*	1	-	-	-	-	-	-	-	1
c. Race Awareness (lack of it or lack of attention to it)	-	2	-	-	-	-	-	-	2
d. Favorable Comments (in support of program)	-	1	-	1	1	-	2	-	5
e. Other	-	-	-	2	2	-	-	-	4
1) Brownie Meeting									
2) Negative Incident - Returning City Pupil to School No. 19									
3) Answering Parents - No Reverse Busing									
4) Referendum Desirable									
4. Opinions-Effectiveness of the Program (Influence on Inter-Racial Understanding)	10	9	4	12	5	2	5	1	48
a. Very Positive	-	-	-	1	2	1	-	-	4
b. Positive	8	7	2	7	2	1	4	1	32
c. Neutral	2	2	2	4	1	-	1	-	12
d. Negative	-	-	-	-	-	-	-	-	-
e. Very Negative	-	-	-	-	-	-	-	-	-

*City Pupils
**No City Pupils

It is significant that few incidents revealing classroom discussion of racial differences or other intercultural experiences have been reported. Some efforts should be made to determine whether this is due to lack of direction or materials, lack of training on the part of staff members, a reluctance to discuss these topics, or combination of these factors.

2. Administrative Procedures

Comments on transportation and particularly the supervision of city pupils before and after school came from a number of staff members. While some efforts have been made to eliminate this problem, through the use of Future Teachers of America volunteers, no general solution was found for the 1966-1967 school year. It is expected that the addition of a second bus next year will mean that city children will arrive and leave school at approximately the same time as West Irondequoit pupils. The operation of this system should be observed carefully to determine whether or not additional supervision will be necessary.

As in 1965-1966, sociometric testing again was critiicized by a small number of parents and some staff members. Comments suggested that the test could be considered invasion of privacy, could be upsetting to some children, and the test worked against some of the concepts being developed by teachers emphasizing positive rather than negative attitudes. Lack of adequate public information about the test was also mentioned.

While the sociometric test has been regarded as a useful means of gathering data about social adjustment, and its use with regard to the criticisms can be defended, no plans have been made to administer the test during the 1967-1968 school year. The data already provided during the first two years of the program are adequate for the purposes for which the sociometric test was designed.

3. Miscellaneous Comments

As was the case during the 1965-1966 school year, staff members continue to submit comments about after-school activities, community involvement, and unique situations resulting from the program. The miscellaneous comments tend to support comments reported in the other sections of the form, or reflect the concern of a particular staff member about a specific situation. No generalizations have been drawn from these comments.

4. Opinions-Effectiveness of the Program

It is significant that the number of those who have positive opinions about the effectiveness of the program outweigh the number of those who are neutral. This is in contrast to last year, when the number of neutral opinions was one less than the number of positive opinions. Last year, one negative opinion was recorded, in comparison with no negative opinions this year. Staff members involved continue to have positive opinions regarding the effectiveness of this program of intercultural enrichment.

Another interesting item is the fact that those directly in contact with the program (teachers who are responsible for city pupils) indicate their opinions much more often than those whose contact with the program is more indirect. Direct experience with integrated education appears to elicit a more positive response regarding the effectiveness of the program. More research on this aspect of teacher attitudes with regard to integration might clarify this assumption.

From the standpoint of the day to day operation of the program and its progress toward the goal of providing wholesome inter-racial experiences, the reports of the staff are positive. As stated last year, some areas are in need of continued study. No significant changes in the program other than those mentioned appear to be necessary.

SUMMARY

From the data presented and discussed in the preceding sections, it appears that the children involved in the program are progressing well and are benefiting from the experience.

The program is scheduled to continue next year with an additional twenty-five children entering grade one while the present groups advance to grades two and three. Evaluation will continue so that progress of the participating children may be studied as they move through the grades in West Irondequoit.